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ABSTRACT

Changes in the occupational and educational aspirations and expectations of fifth and sixth grade children over a 6-year period were studied. In 1969, a questionnaire was administered to 355 students from 4 rural mountain schools and 3 urban schools in low-income areas in 3 Kentucky counties. In 1975, 199 students from the same rural mountain schools and 292 from 3 Fayette County schools serving low-income areas were given the same questionnaire. Both years, the urban sample was half black and half white, whereas the rural Appalachian sample was all white. The questionnaire consisted of questions about the students' aspirations and expectations, influence of various people on their future plans, and their parents' influence on their educational goals. Some findings were: expectations were lower than aspirations both years; in 1969 only 27.8% of the black males and 25% of the white urban males aspired to professional-technical jobs, while in 1975, 58.7% and 46.3% respectively did; in 1975 black urban males projected higher career and educational goals than in 1969; white rural boys projected much lower goals in 1975; in 1975 females still projected higher educational and occupational status levels than did the boys; and black girls indicated higher parental aims, up from 74% to 82%. (NQ)

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OCCUPATIONAL AND EDUCATIONAL GOALS OF LOW INCOME CHILDREN IN KENTUCKY, 1969 AND 1975

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OCCUPATIONAL AND EDUCATIONAL GOALS OF LOW-INCOME CHILDREN IN KENTUCKY, 1969 AND 1975.

by

Anne V. Gabbard and A. Lee Coleman

In 1969 a group of fifth and sixth graders from low-income areas in three Kentucky counties answered a questionnaire concerned with educational and occupational goals. A similar group was questioned in 1975. This report looks briefly at what changes in the attitudes and aspirations of elementary school children have occurred during the past 6 years. In order to make the data available as soon as possible and in a form readily usuable by educators and others, this report is based on percentages and percentage differences. More sophisticated analyses will be presented later.

The 1969 sample groups consisted of all children in the fifth and sixth grades of four rural mountain schools (98 in Prater-Borders and Millard-Hensley schools, Magoffin County, and 88 in Rogers and Red River Valley schools, Wolfe County) and all the fifth and sixth graders in three urban schools (169 in Carver, Jeff Davis, and Johnson schools in Fayette County). The 1975 sample consisted of 199 fifth and sixth graders from the same rural mountain schools and 292 fifth and sixth graders from three Fayette County schools serving low-income areas[1] (Johnson, Ashland, and Harrison). In each year a few children were absent on the days of the survey, and a few were eliminated because they were not low-income or were believed so retarded that they could not answer the simple questionnaire. The sample from the urban schools in both 1969 and 1975 was half black and half white, whereas the rural Appalachian sample for both years was all white. Both urban and rural samples were about evenly divided between boys and girls, and the rural sample in both

[1] Carver and Jefferson Davis schools were closed between 1969 and 1975.

'69 and '75 was, as a whole, slightly younger than the urban group. In 1969 the average age of the rural children was 11.0 years compared with 11.4 for the urban group, and in 1975 the ages were 11.6 and 12.0, respectively. In the 1975 sample of white children, both urban and rural, the girls were younger than the boys, whereas the reverse was true in the urban black group. The age disparity between males and females was quite slight in 1969, and the relationship was the same for all groups, urban and rural, black and white--the girls being only very slightly younger than the boys.

OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS

The students were asked two kinds of questions about their occupational goals. One dealt with their aspirations (what kind of job they would like if they could do anything they wanted), and the other dealt with their expectations (what kind of job they really expected to have some day). Predictably, expectations were somewhat lower than aspirations in both 1969 and 1975. That is, more students named professional, managerial, or higher technical jobs when asked about their aspirations than did when asked what kind of job they really expected to have. For example, 61% of the entire sample in 1975 and 56% of the 1969 sample aspired to professional or managerial jobs, but only 52% in 1975 and 51% in 1969 really expected to obtain that kind of job.

From the above mentioned figures it is evident that aspirations in 1975 were somewhat higher on a scale of social prestige than in 1969. Looking at the samples more closely reveals that this increase is to be found mainly among the urban boys. In 1969 only 27.8% of the black males and 25% of the white urban males aspired to jobs in the professional-technical category, but in 1975 approximately twice as many desired this type of job (58.7 and 46.3%, respectively). Correspondingly, there was not so much interest in the "blue collar" jobs as there had been in 1969 (Table 1). Although more of the urban

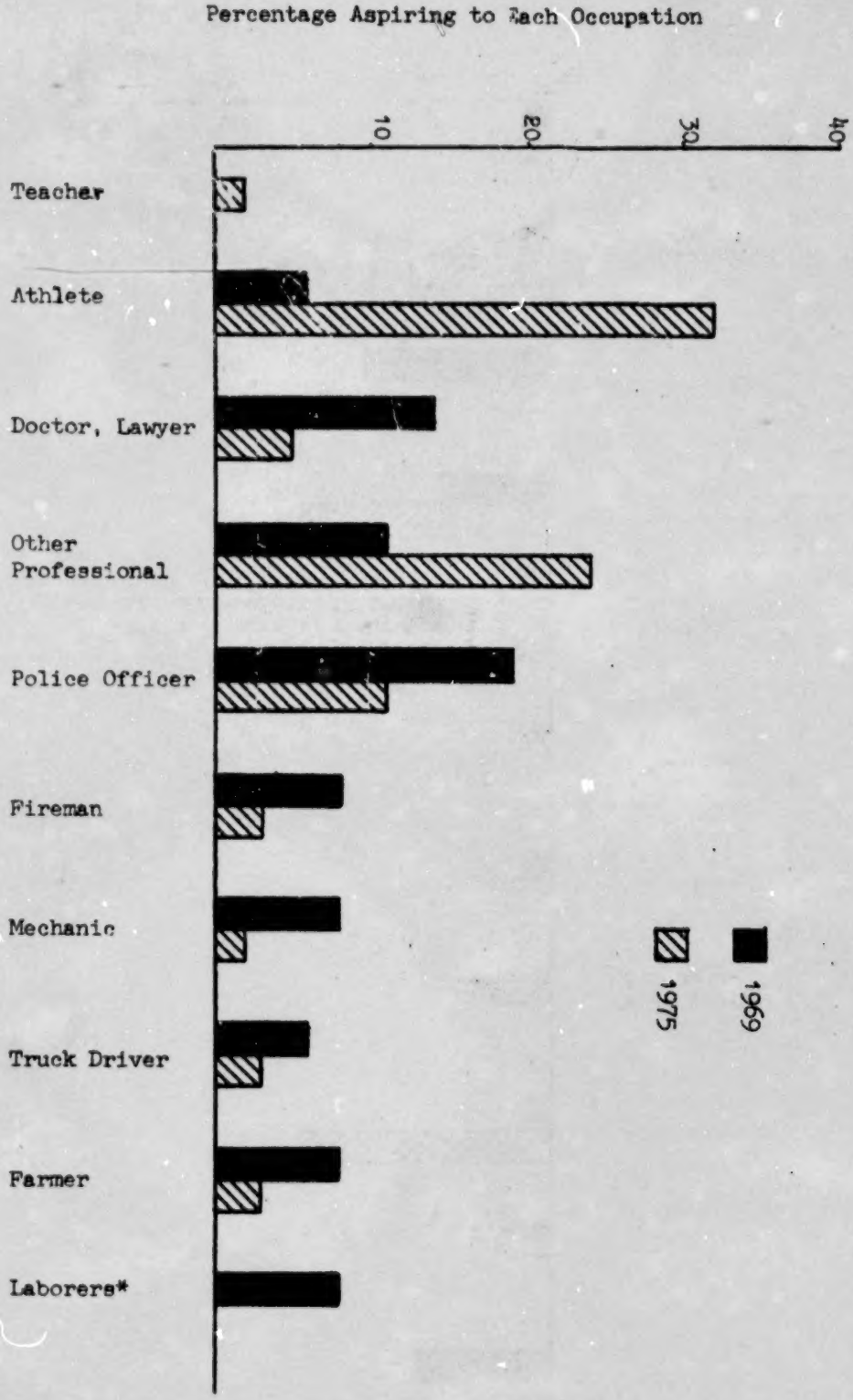
TABLE 1. JOB ASPIRATIONS BY RESIDENCE, RACE, AND SEX: PERCENTAGE DISTRIBUTION BY LEVEL OF JOB ASPIRED TO, 1969 AND 1975

Occupational Category	Rural White Male	Rural White Female	Rural Total	Urban White Male	Urban White Female	Urban Black Male	Urban Black Female	Urban Total	Total
				-1969-					
Professional, Technical	44.6	74.7	59.2	25.0	81.9	27.8	73.8	53.0	56.3
Farmers	7.6	0.0	3.9	2.3	0.0	0.0	0.0	0.6	2.3
Managers, Proprietors	4.1	0.0	2.6	2.3	0.0	0.0	0.0	0.6	0.6
Clerical, Sales	2.2	18.4	10.1	4.5	13.6	2.8	4.8	6.6	8.4
Craftsmen, Foremen	17.4	0.0	8.8	20.5	0.0	11.1	0.0	7.8	8.4
Operatives	14.1	0.0	7.3	9.1	0.0	19.4	2.4	7.2	7.2
Service Worker	5.4	6.9	6.1	29.5	4.5	33.3	19.0	21.2	13.3
Laborers	7.6	0.0	4.0	6.8	0.0	5.6	0.0	3.0	3.5
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(92)	(87)	(179)	(44)	(44)	(36)	(42)	(166)	(345)
				-1975-					
Professional, Technical	24.1	85.2	54.7	46.2	77.5	58.7	76.3	65.3	61.0
Farmers	6.3	1.1	3.7	0.0	1.4	3.2	0.0	1.1	2.1
Managers, Proprietors	0.0	0.0	0.0	3.0	1.4	3.2	0.0	1.8	1.1
Clerical, Sales	1.1	8.4	4.7	0.0	8.5	6.3	6.6	5.4	5.1
Craftsmen, Foremen	22.1	0.0	11.1	9.0	1.4	6.3	0.0	4.0	6.9
Operatives	33.7	0.0	16.8	17.9	2.8	4.8	2.6	6.9	10.9
Service Worker	3.2	4.2	3.7	19.4	7.0	17.5	14.5	14.4	10.1
Laborers	9.5	1.1	5.3	4.5	0.0	0.0	0.0	1.1	2.8
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(95)	(95)	(190)	(63)	(76)	(67)	(71)	(277)	(467)

black and urban white males aspired to professional-type jobs in 1975 than in 1969, a rather large proportion mentioned service jobs as their desired occupation. Within this category fall such occupations as policeman, fireman, janitor, cook, hospital orderly, and barber. Eighteen percent of the blacks and 19% of the white boys aspired to these types of jobs in 1975 compared with 33 and 30%, respectively, in 1969. This was the highest percentage in any category in 1969 for these boys. In 1975 the service category was still high in the choice of the urban boys, ranking second. The urban girls, black and white, showed little change in their aspirations; about three-fourth aspired to professional or technical jobs in both 1969 and 1975. Nursing and teaching were mentioned most often.

The specific job most desired by the urban black boys in 1975 was that of athlete, with 20 out of the 63 black males(or 32%) mentioning this profession (Fig. 1). Six out of 71 urban white boys (or 8%) mentioned athlete (Fig. 2). Fourteen percent of the urban white boys aspired to truck driver, and this was the most frequently named specific occupation among them. However, more of the urban white boys mentioned professional jobs, such as veterinarian, engineer, or scientist, than did their rural counterparts in 1975 or their urban counterparts in 1969.

Policeman, which was the occupation most desired by both black and white urban boys in 1969 (20% of black boys and 28% of white boys), was mentioned by only 11% in each group in 1975. Physician or lawyer was aspired to by 14% of the urban blacks in 1969 and 12% of the urban whites, but fell in popularity to 5 and 4%, respectively, in 1975. The shift of urban black males to the glamour occupation of athlete (32%), which is classified in the professional job category, accounts for the great increase in level of aspiration for this group. Nevertheless, the urban black boys, as did the urban white boys, mentioned a wider range of professional occupations in 1975 than they did in 1969.



* This category is comprised largely of construction workers and horse-farm workers.

Figure 1. Popularity of Selected Occupations Among Urban Black Boys, 1969 and 1975

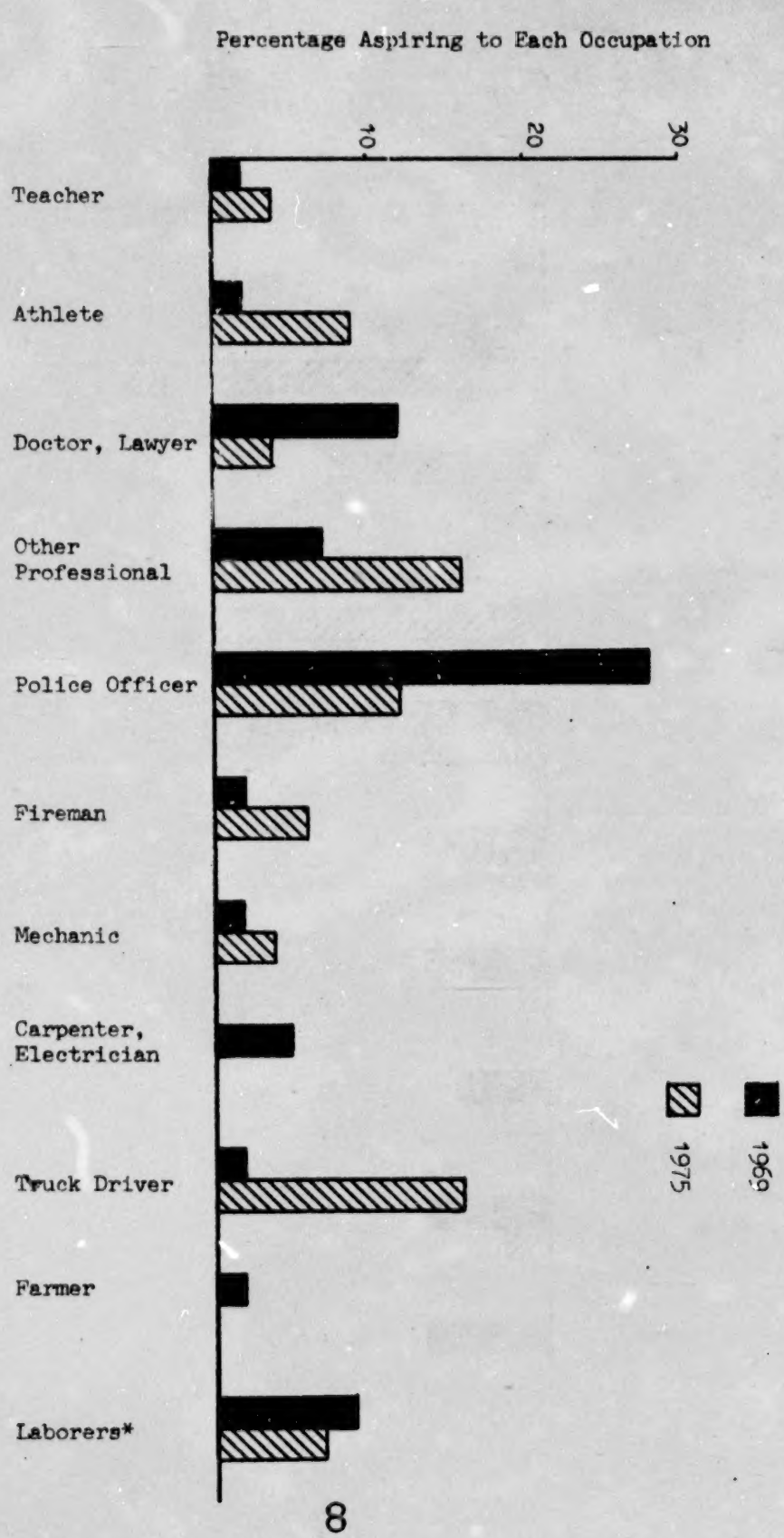
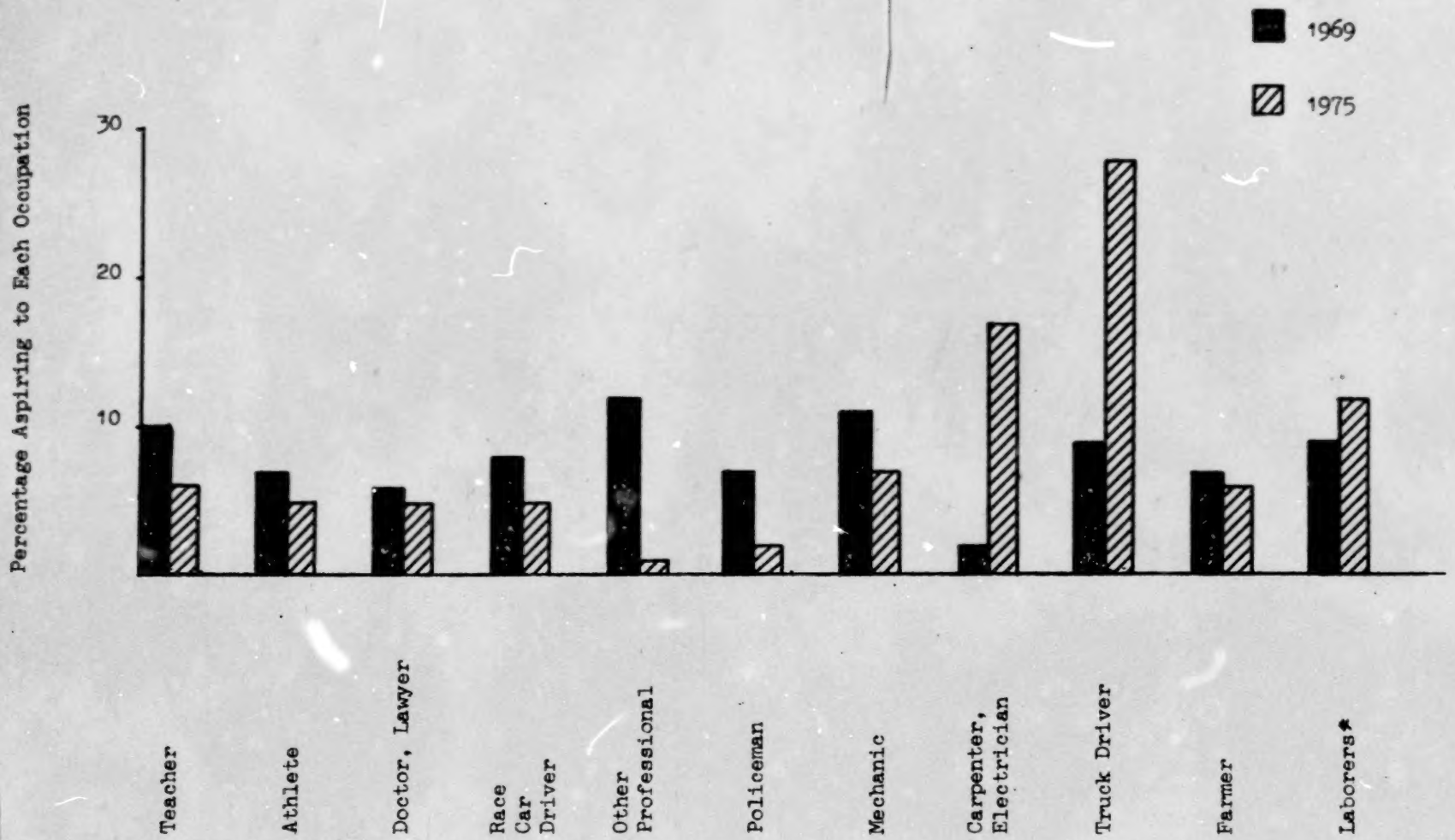


Figure 2. Popularity of Selected Occupations Among Urban White Boys, 1969 and 1975

* This category is comprised largely of construction workers and horse-farm laborers.



* This category is comprised largely of construction workers and horse-farm workers.

Figure 3. Popularity of Selected Occupations Among Rural White Boys, 1969 and 1975

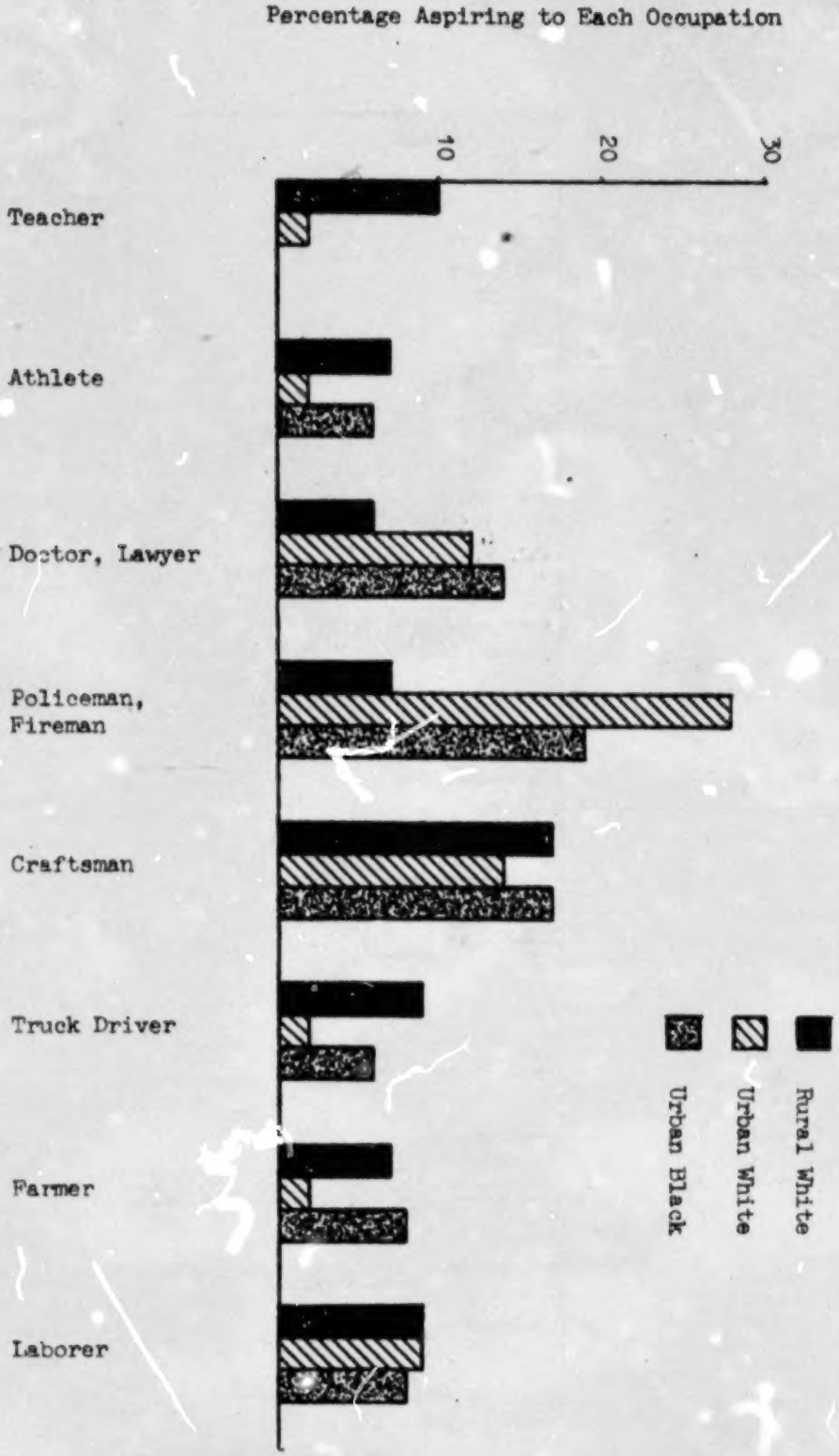


Figure 4. Popularity of Selected Occupations Among Boys, 1969

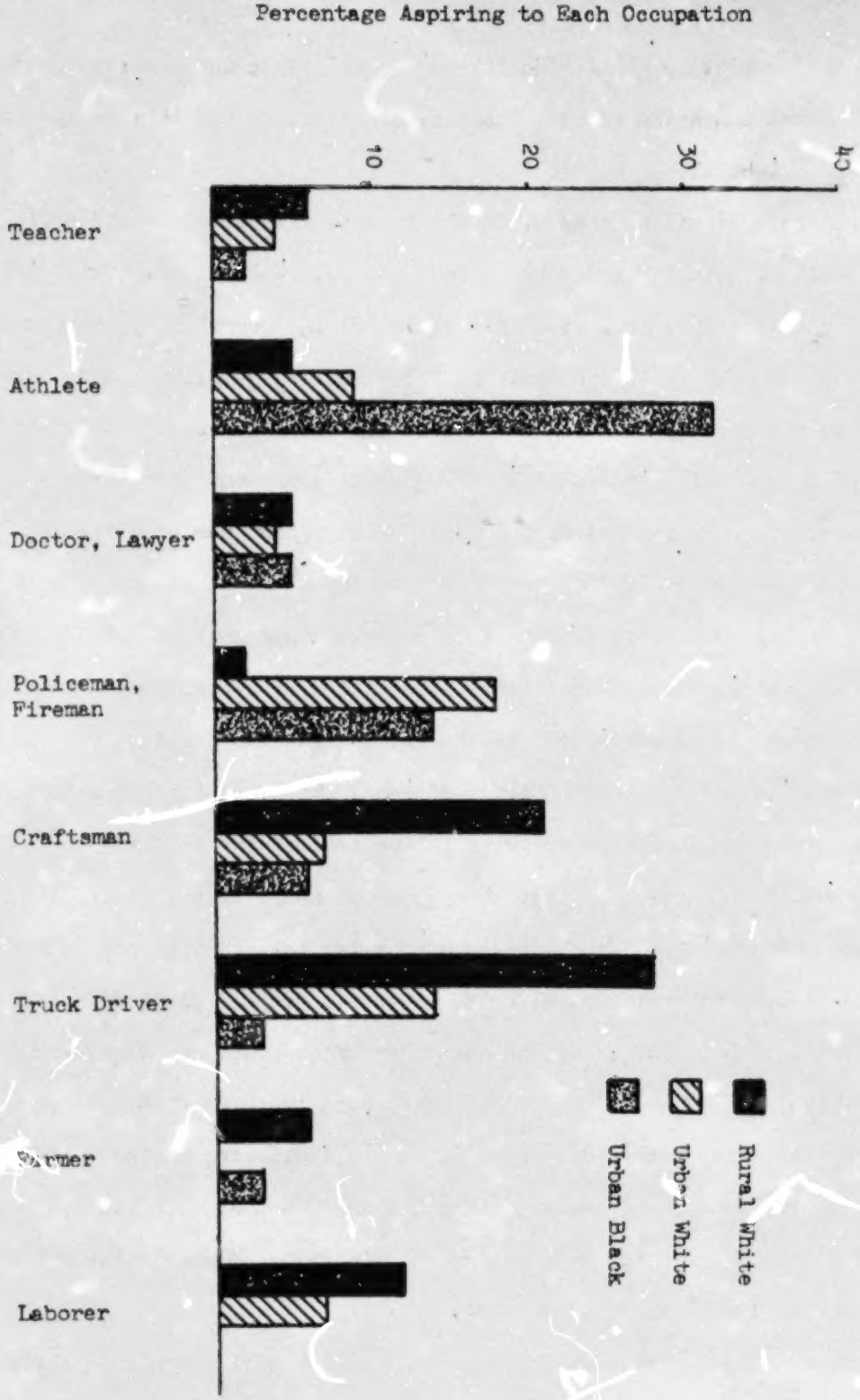


Figure 5. Popularity of Selected Occupations Among Boys, 1975

Although the percentage mentioning physicians or lawyer was down, there was in 1975 increased mention of veterinarian, minister, pharmacist, banker, engineer, and scientist.

There was a startling change, in the reverse direction, in the aspirations of rural white mountain boys (Table 1 and Fig. 3). Whereas 44.6% wanted professional jobs in 1969, only 24.2% did so in 1975. Accordingly, there was an increase in the number of boys desiring "blue collar" jobs, with the largest increase in the operatives category (34% in 1975 compared with 14% in 1969). In 1975 well over half (56%) aspired to occupations in the operatives and craftsmen or foremen categories. But unlike the urban boys very few rural boys desired service jobs, perhaps reflecting the lower incidence of such jobs in rural areas. It is difficult to ascertain how much of this downward shift can be attributed to a real lack of ambition or a downtrodden feeling and how much should be attributed to the sudden rise in prestige, or mystique, of truck driving and the "C-B" (Citizens' Band) radio. A further contributing factor might be the increased activity in the coal mining industry in the Eastern Kentucky mountains and its subsequent economic impact on trucking and related occupations. Truck driver was by far the specific occupation most often mentioned by the rural boys. Twenty-seven out of 95 boys (28%) mentioned this job in 1975, and the next most often-mentioned jobs were carpenter (8%) and mechanic (7%). The corresponding shift from the professional categories occurred largely in the following occupations: 10% of the boys aspiring to the teaching profession in 1969 down to 6% in 1975, 3% mentioning veterinarian in 1969 down to zero in 1975, 8% mentioning scientist or engineer in 1969 down to 1% in 1975.

Whereas the rural boys shifted downward on a prestige scale in their occupational aspirations, the rural girls indicated higher aspirations in 1975 than they did in 1969 (Table 1). Three-fourths (74.7%) of the rural girls

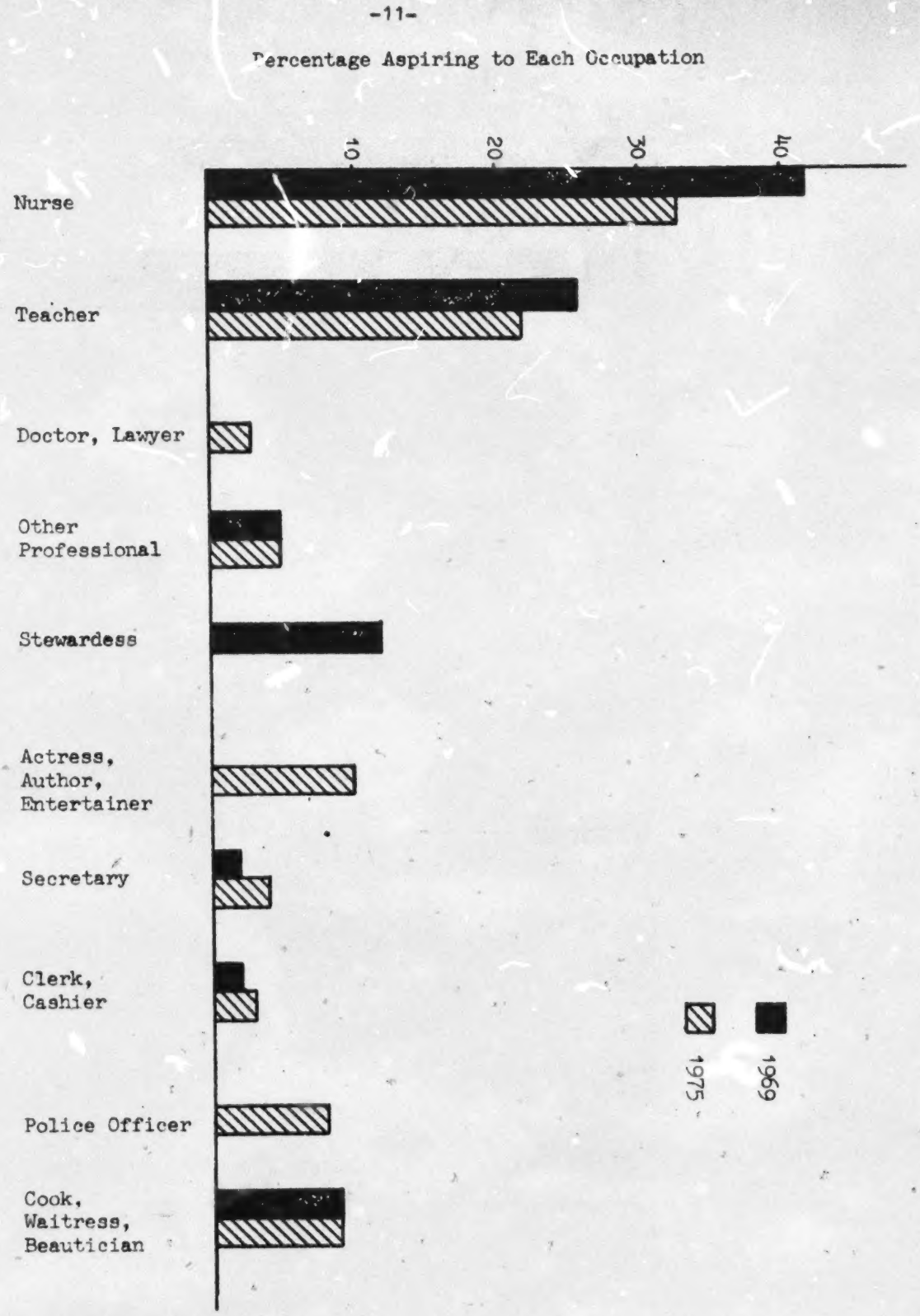


Figure 6. Popularity of Selected Occupations Among Urban Black Girls, 1969 and 1975

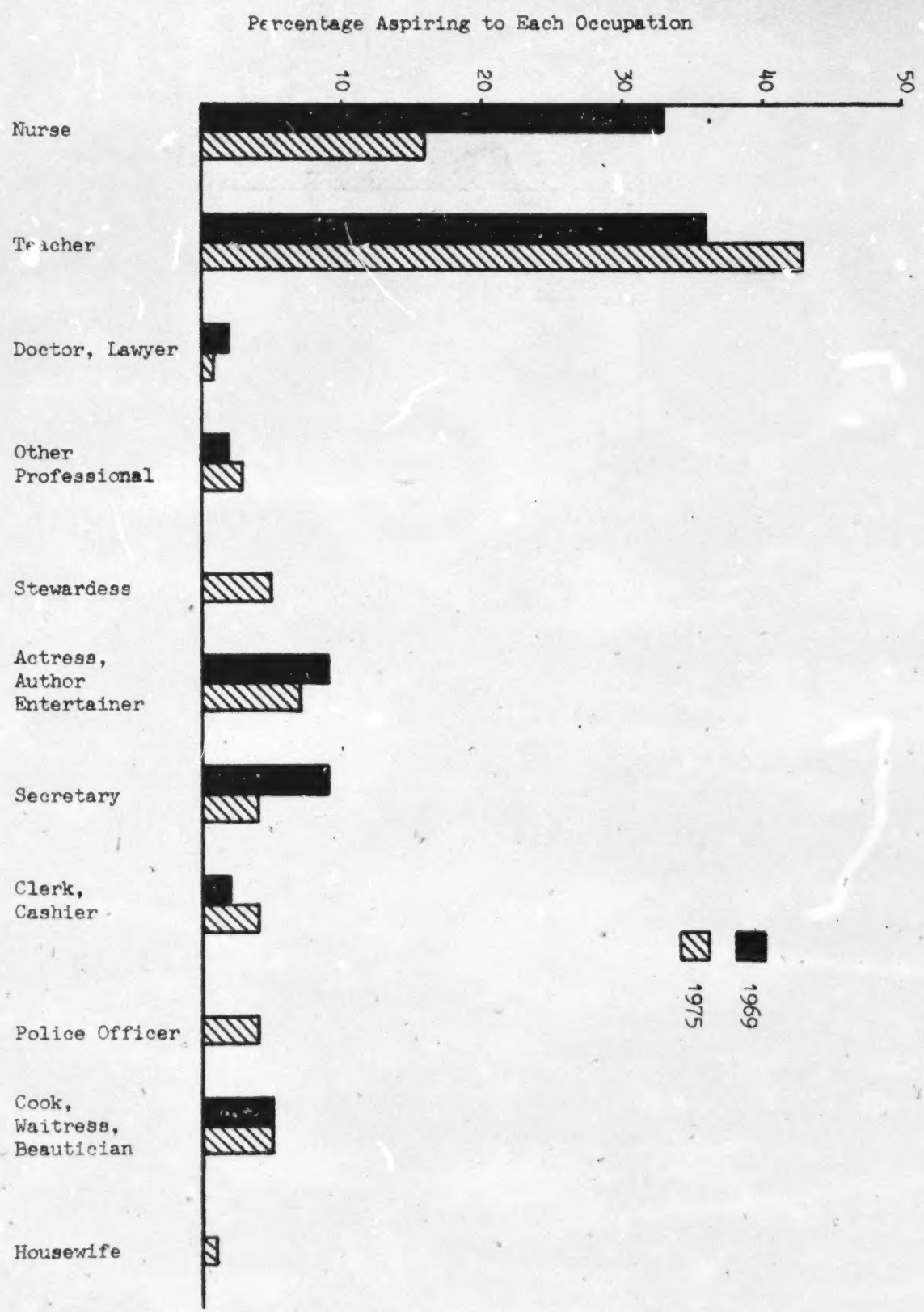


Figure 7. Popularity of Selected Occupations Among Urban White Girls, 1969 and 1975

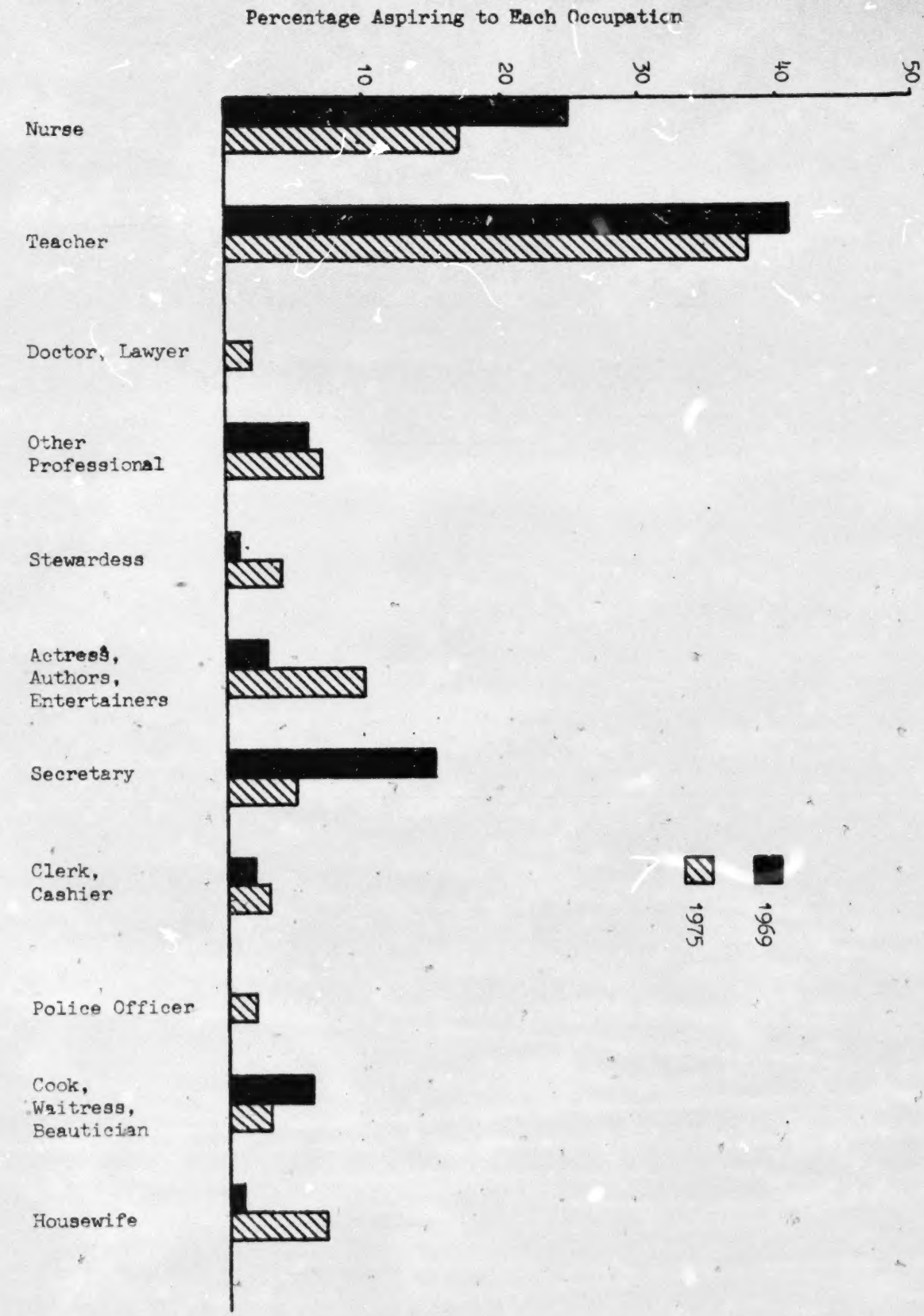


Figure 8. Popularity of Selected Occupations Among Rural White Girls, 1969 and 1975

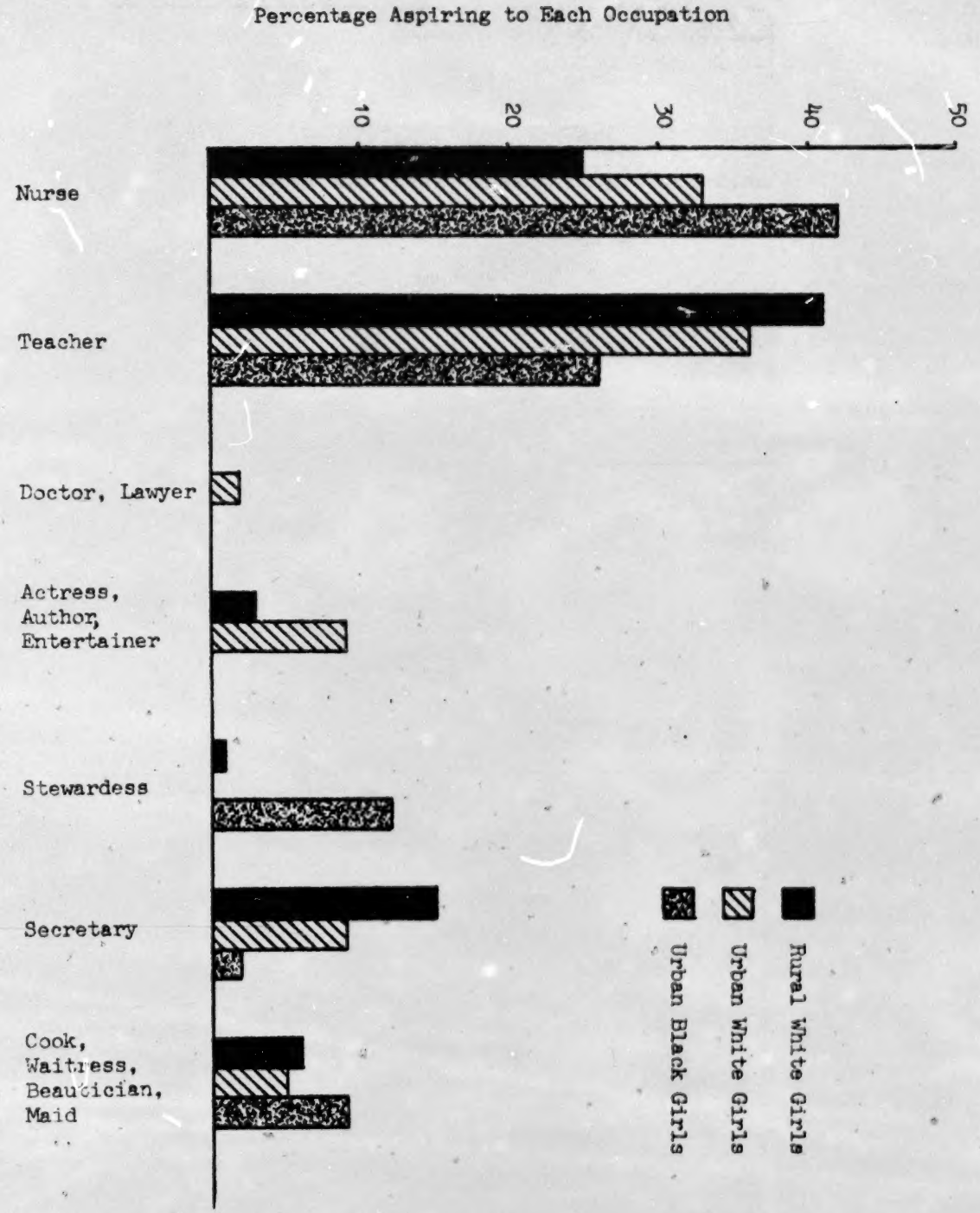


Figure 9. Popularity of Selected Occupations Among Girls, 1969

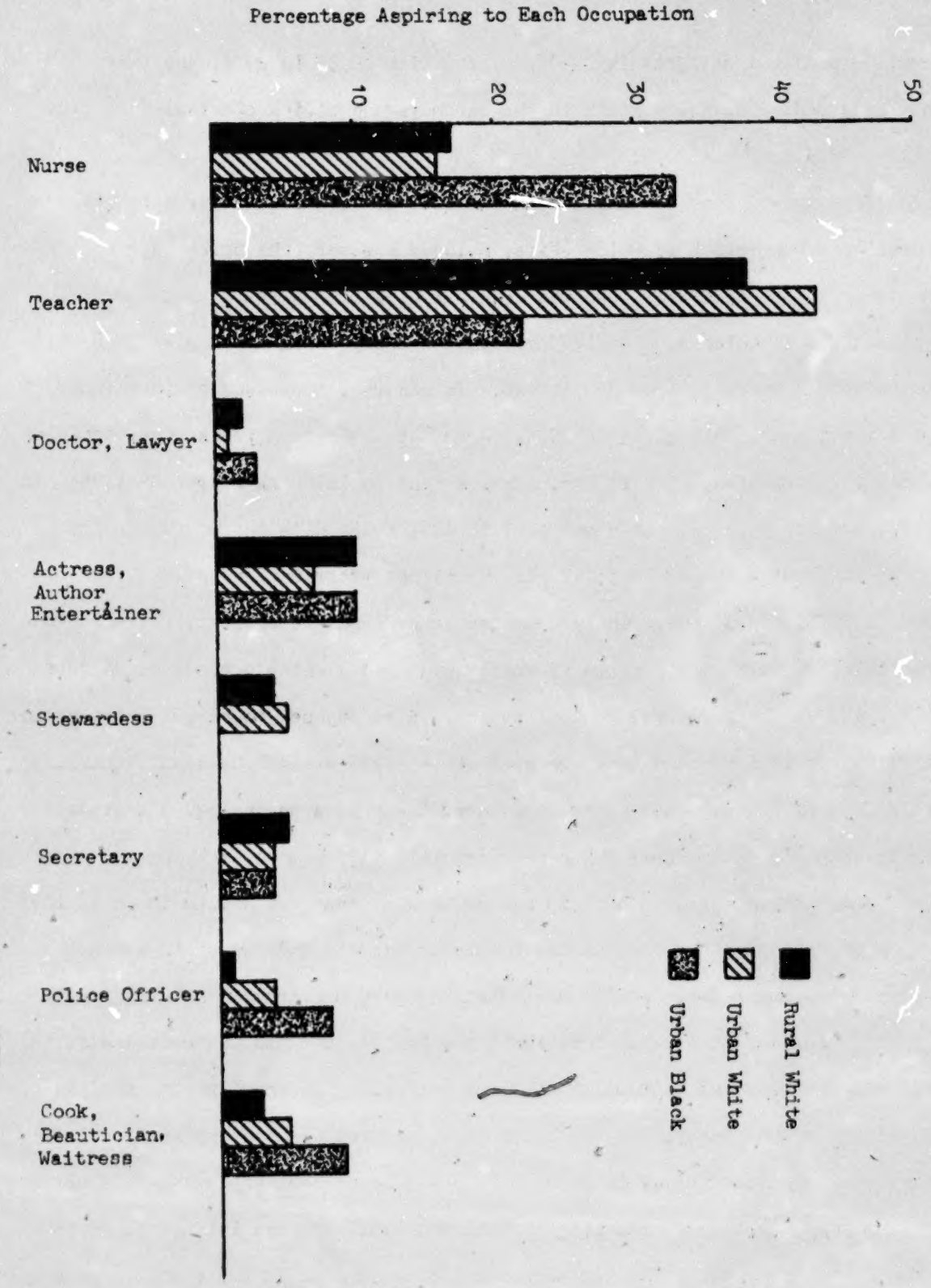


Figure 10. Popularity of Selected Occupations Among Girls, 1975

desired professional jobs in 1969 compared with 85.3% in 1975, and there was a corresponding downward shift in the percentage desiring clerical jobs from 18% in 1969 to 8% in 1975.

Nursing and teaching still head the list of jobs most desired by girls - rural or urban, black or white (Figs. 6-10). However, the percentage of girls desiring these particular jobs was down slightly from 6 years ago, except in the case of teaching as a desired occupation among white urban girls. Here, there was an increase from 35% to 42%. In general, there was a wider range of jobs mentioned by all girls in 1975. Jobs such as recreation worker, athlete, mechanic, carpenter, farmer, horse trainer and social worker were mentioned in 1975, but not in 1969. Only one girl in 1969 aspired to the profession of physician, but 4 did in 1975; no girl mentioned veterinarian in 1969, but 5 did in 1975; and 10 girls in 1975 wanted to be a police officer, whereas none had in 1969. Although 8 girls (7 white rural and 1 white urban), or 3% noted housewife as their desired occupation in 1975 as opposed to only 1 white urban girl (0.6%) in 1969, and although most girls still prefer the traditional female jobs of nurse, teacher, or secretary, there is a beginning, a smattering, of interest in occupations which have traditionally been held by males.

When asking children of this age group what they would like to do if they could do anything they wanted, one naturally expects answers which are not necessarily realistic. And we do indeed see many children in this 1975 sample reaching for the stars--particularly the urban black males in their desire to emulate the many talented black athletes performing in the Olympics and professional sports today. On the other hand, the response of the rural males is somewhat contradictory to expectations and seems best explained as a unique (and perhaps temporary) fascination with truck driving and its increased prestige, which has been reflected on several TV shows and in the economic advances of truckers in the coal fields. The interesting feature of this aspiration is

that it is probably an attainable goal (assuming good economic conditions) for the 28% aspiring to it; and conversely, the aspiration to be professional athletes is most likely an unobtainable goal for most of the 36% black boys aspiring to it. An awareness of this is reflected somewhat in the response of these boys to the question, "What kind of job do you really expect to have when you grow up?" Two-thirds of the rural white boys expected to have the same job to which they aspired, whereas only 59% of the black boys mentioned the identical job in response to both the aspiration and expectation questions. The highest correlation between jobs desired and job expected was among the rural white girls, 76% of whom both desired and expected to obtain the same job. The lowest correlation was among the urban white females--only 47% expected to get the job they would really like to have.

These figures are in keeping with the assumption that expectations will be lower than aspirations. A comparison of Table 1 with Table 2 shows that, with the exception of the black males in 1969, expectations for both years were somewhat lower than aspirations--that is, fewer children expected professional jobs than aspired to them. The exceptions were the 28% of the black males who aspired to professional jobs in 1969 compared with the 35% who said they actually expected to achieve this type job. The girls continued in 1975 to have much higher aspirations and expectations than the boys. There was a slight rise in the expectations of rural white girls during the 6-year period. The black urban girls remained about the same in their level of expectation, but the white urban girls had somewhat lower expectations than their 1969 counterparts.

As with job aspirations, the greatest difference between the two time periods occurs among the boys--with expectations of urban black and white boys much higher in 1975 than in 1969, and expectations of rural white youth much lower in 1969. Since most of the boys think they really will have the job they

TABLE 2. JOB EXPECTATIONS BY RESIDENCE, RACE, AND SEX: PERCENTAGE DISTRIBUTION BY LEVEL OF JOB EXPECTED, 1969 AND 1975

Occupational Category	Rural			Urban					Total
	White Male	White Female	Total	White Male	White Female	Black Male	Black Female	Total	
				-1969-					
Professional, Technical	32.5	71.4	51.9	19.4	75.7	35.3	65.8	49.6	51.0
Farmers	11.2	0.0	5.6	0.0	0.0	0.0	0.0	0.0	3.0
Managers, Proprietors	1.2	0.0	0.6	2.8	0.0	0.0	0.0	0.7	0.6
Clerical, Sales	3.7	13.7	8.7	8.3	10.8	0.0	2.6	5.5	7.2
Craftsmen, Foremen	26.2	0.0	13.2	25.0	0.0	14.7	0.0	9.7	11.4
Operatives	14.0	1.2	7.5	16.7	2.7	8.8	5.3	8.3	7.8
Service Worker	2.5	12.5	7.5	19.4	10.8	26.5	23.7	20.0	13.4
Laborers	8.7	1.2	5.0	8.4	0.0	14.7	2.6	6.2	5.6
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(80)	(80)	(160)	(36)	(37)	(34)	(38)	(145)	(305)
				-1975-					
Professional, Technical	20.0	74.4	45.9	39.3	66.8	50.9	68.8	56.8	52.1
Farmers	10.0	2.4	6.4	0.0	1.9	3.6	0.0	1.3	3.5
Managers, Proprietors	0.0	0.0	0.0	5.4	1.9	1.8	0.0	2.2	1.2
Clerical, Sales	0.0	12.3	5.8	1.8	3.6	1.8	9.4	4.4	5.0
Craftsmen, Foremen	25.6	0.0	13.4	10.7	1.9	10.9	0.0	5.7	9.0
Operatives	32.2	0.0	16.9	21.4	5.6	1.8	1.6	7.3	11.5
Service Worker	3.3	8.5	5.8	12.5	13.1	29.1	15.6	17.5	12.5
Laborers	8.9	2.4	5.8	8.9	5.6	0.0	4.8	4.8	5.2
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(90)	(82)	(172)	(56)	(54)	(55)	(64)	(229)	(401)

want, the same aspired-to jobs appear as expected jobs, with only a slight decrease in frequencies among the professional jobs and a slight increase in the blue-collar jobs. Many children who do not name identical jobs as aspirations and expectations name an expected job in the same occupational category. For instance, a rural boy may name truck driver as his desired occupation and farmer as his expected job. These jobs are close on an occupational prestige scale. Likewise, a black urban boy may hope to become an athlete, but really expects to become a physician. Both of these occupations are in the professional category, and thus we see only a slight shift downward in the expected occupation, but a far from perfect correlation between decided and expected jobs.

Thus, it would appear that while a few children are more "realistic" in their expectations than they are in their aspirations, many children in this age group still are rather unrealistic (and probably fluctuating) in their job choices and expectations. Although it is difficult to completely understand the great increase in the level of aspirations and expectations of urban boys, especially the blacks, and the great decline among rural boys; one can view the former as quite encouraging and the latter as not altogether discouraging. For if low-income youth, particularly blacks, are to rise to higher economic and social levels, they must first aspire to do so. It is therefore encouraging to see these urban youth looking up into the stars, for surely the dream must precede the reality. On the other hand, it is not discouraging to see the rise in prestige of jobs such as truck-driving, for there will never room at the top for everyone and to encourage all to so aspire may be neither fair nor honest. Therefore, it may behoove our society to raise the prestige and income-level of very necessary--but heretofore rather disdained--vocations.

INFLUENCES ON OCCUPATIONAL GOALS

One of the questions on both the 1969 and 1975 questionnaires attempted to determine what influence the advice of various people close to the children might have on their future plans. The children were queried directly as to whose advice was most important to them.

In both 1969 and 1975 parental advice was valued most highly by these students (Table 3). The rural children showed no change over the 6-year period. The girls still considered their mothers' advice most important, and the boys looked to their fathers.

The urban group as a whole valued mother's advice more than father's. This was true of all urban children in 1975, male or female, black or white, and was true, also for all except the white males in 1969. More of this latter group considered father's advice most important in 1969, but the reverse was true in 1975. However, the percentage valuing the mother's opinion most in 1975 was only slightly higher than that favoring father (48 percent compared with 43 percent).

Although the black urban girls valued their mothers' opinion most in both 1969 and 1975, there was an increase in 1975 in the percentage in this group who sought their fathers' advice (up from 5% in 1969 to 17% in 1975). The other two urban groups showed little change over 6 years. In both years almost 50% of the black males considered their mothers' advice most important and about 35% valued their fathers' advice most. Almost three-fourths of the white urban girls in both years thought their mothers' advice most important to them.

Three things stand out in both 1969 and 1975. First, parental advice is far more important to these children than that of any other persons or groups. No other type of person was named by as many as 10% of any group

TABLE 3. MOST IMPORTANT ADVISOR CONCERNING FUTURE PLANS: PERCENTAGE DISTRIBUTION BY TYPE OF PERSON NAMED, 1969 AND 1975

	Rural			Urban					
	White Male	White Female	Total	White Male	White Female	Black Male	Black Female	Total	Total
				-1969-					
Mother	24.4	62.5	43.3	37.2	73.8	47.2	85.7	61.5	51.9
Father	62.2	21.6	42.1	48.8	11.8	35.3	4.7	24.8	33.9
Sibling	4.4	9.1	6.7	2.3	0.0	5.9	0.0	1.9	4.3
Other Relative	0.0	1.1	0.6	4.8	4.8	2.9	2.4	3.8	2.1
Teacher	2.3	3.4	2.8	2.3	4.8	2.9	0.0	2.5	2.7
Preacher	0.0	0.0	0.0	0.0	0.0	2.9	2.4	1.2	0.6
Adult Friend-Neighbor	1.1	2.3	1.7	2.3	2.4	2.9	2.4	2.5	2.1
Other kids	2.3	0.0	1.1	0.0	0.0	0.0	2.4	0.6	0.9
Other	3.3	0.0	1.7	2.3	2.4	0.0	0.0	1.2	1.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(90)	(88)	(178)	(34)	(42)	(43)	(42)	(161)	(339)
				-1975-					
Mother	21.5	63.3	42.9	47.6	72.1	49.2	68.6	60.2	53.0
Father	64.5	24.5	44.0	42.8	11.1	36.1	17.1	25.8	33.5
Sibling	4.2	5.1	4.7	4.8	2.8	4.9	4.3	4.1	4.4
Other Relative	3.2	2.0	2.6	3.2	2.8	4.9	4.3	3.8	3.3
Teacher	2.2	3.1	2.6	1.6	5.6	3.3	4.3	3.8	3.3
Preacher	1.1	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.2
Adult Friend-Neighbor	0.0	2.0	1.1	0.0	2.8	0.0	1.4	1.1	1.1
Other kids	1.1	0.0	0.5	0.0	1.4	0.0	0.0	0.4	0.4
Other	2.2	0.0	1.1	0.0	1.4	1.6	0.0	0.8	0.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(93)	(98)	(191)	(63)	(72)	(61)	(70)	(266)	(457)

in either year. Second, boys seem to value their fathers' advice more than girls do and, conversely, girls tend to value their mothers' advice more than boys do. This does not, however, contradict the third trend: that urban boys value their mothers' advice much more than do rural boys. In part, this is undoubtedly due to the greater number of broken marriages in the urban low-income areas (particularly among blacks) than in rural low-income areas.

In addition to the question, "Whose advice is most important to you about your future plans?," the children were asked to check, on a list, each of the types of person with whom they had talked about their future plans. Again, parents were named far more often than others, and this was particularly true of the mothers (Table 4). With the exception of the white urban and rural boys in 1969 and the white rural males in 1975, mothers rank as the person talked to most by each group of children.

Fathers were reported most talked to by the rural and urban white boys in 1969, but only by the rural boys in 1975. Brothers, sisters, and other relations were consulted by one-fifth to one-fourth of all groups in both survey years. Teachers were listed by 10 to 30% of the various groups in the two years. In 1975 black urban boys and girls listed teachers more than any other group did. Ministers were named by fewer than 10% of all groups in each year.

A major change occurred over the 6-year period in the number of children interacting with their peer groups. With the exception of the white urban girls, all groups indicated sharp increases in the percentage who had spoken with "other kids." There was also a large decrease in the number of children who reported talking with adult friends or neighbors. These percentages are given in Table 4.

TABLE 4. PERSONS WITH WHOM CHILDREN SAY THEY TALKED ABOUT FUTURE JOB: PERCENTAGE WHO NAMED EACH TYPE OF PERSON, 1969 AND 1975

	Rural			Urban					
	White Male	White Female	Total	White Male	White Female	Black Male	Black Female	Total	Total
				-1969-					
Mother	46.4	61.8	53.8	46.7	67.4	61.1	66.7	60.4	56.9
Father	62.9	32.6	48.4	51.1	39.1	58.3	21.4	42.1	45.4
Sibling	27.8	24.7	26.3	22.2	28.3	27.8	23.8	25.4	25.9
Other Relative	20.6	28.1	24.2	26.7	34.8	26.1	28.6	30.8	27.3
Teacher	12.4	13.5	12.9	11.1	30.4	25.0	14.3	20.1	16.3
Preacher	1.0	0.0	0.5	11.1	10.9	8.3	4.8	8.9	4.5
Adult Friend-Neighbor	21.6	27.0	24.2	28.9	34.8	25.0	31.0	30.2	27.0
Other kids	27.8	27.0	27.4	24.4	47.8	27.8	23.8	31.4	29.3
Other person	3.1	1.1	2.2	4.4	4.3	2.8	0.0	3.0	2.5
N =	(97)	(89)	(186)	(45)	(46)	(36)	(42)	(169)	(355)
				-1975-					
Mother	53.6	63.7	58.8	60.8	61.8	62.5	66.7	63.0	61.3
Father	61.9	38.2	49.7	52.7	28.9	45.3	20.5	36.3	41.8
Sibling	26.8	32.4	29.6	27.0	30.3	32.8	30.8	30.1	29.9
Other Relative	25.8	20.6	23.1	21.6	25.0	28.1	37.2	28.1	26.1
Teacher	12.4	21.6	17.1	9.5	14.5	29.7	28.2	20.2	18.9
Preacher	3.1	.49	4.0	5.4	5.3	6.3	1.3	4.5	4.3
Adult Friend-Neighbor	17.5	17.6	17.6	17.6	17.1	26.6	26.9	21.9	20.2
Other kids	37.1	39.2	38.2	43.2	36.8	35.9	44.9	40.4	39.5
Other person	4.1	5.9	5.0	1.4	3.9	6.3	2.6	2.1	4.1
N =	(97)	(102)	(199)	(74)	(76)	(64)	(78)	(292)	(491)

Percentages total to more than 100.0% because respondents were to indicate all persons with whom he had talked.

TABLE 5. EDUCATIONAL ASPIRATIONS BY RESIDENCE, RACE, AND SEX. PERCENTAGE DISTRIBUTION BY EDUCATIONAL LEVEL ASPIRED TO, 1969 AND 1975

	Rural			Urban					
Educational Level	White Male	White Female	Total	White Male	White Female	Black Male	Black Female	Total	Total
				-1969-					
8th Grade	3.1	2.2	2.7	8.9	0.0	5.7	0.0	3.6	3.1
1-2 Years High School	4.1	3.4	3.8	2.2	2.2	0.0	0.0	1.2	2.5
Trade School, Not High School	1.0	0.0	0.5	2.2	0.0	0.0	0.0	0.6	0.6
Finish High School	17.5	6.8	12.4	13.3	13.0	11.4	9.5	11.9	12.2
Finish High School & Go Trade School	6.2	5.6	5.9	4.4	4.4	8.6	4.8	5.4	5.6
1-2 Years College	9.3	0.0	4.8	13.3	6.5	17.1	14.3	12.5	8.5
Finish College	58.8	82.0	69.9	55.7	73.9	57.2	71.4	64.8	67.5
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(97)	(89)	(186)	(45)	(46)	(35)	(42)	(168)	(354)
				-1975-					
8th Grade	7.3	2.9	5.1	9.6	6.6	1.6	1.3	4.8	4.9
1-2 Years High School	13.5	1.0	7.1	2.7	3.9	1.6	1.3	2.4	4.3
Trade School, Not High School	2.1	0.0	1.0	1.4	0.0	0.0	0.0	0.3	0.6
Finish High School	22.9	16.8	19.7	19.2	13.2	4.7	5.2	10.7	14.3
Finish High School & Go Trade School	9.4	2.9	6.1	4.1	3.9	3.1	5.2	4.2	4.9
1-2 Years College	7.3	8.8	8.0	13.7	7.9	18.8	11.7	12.8	10.9
Finish College	37.5	67.6	53.0	49.3	64.5	70.2	75.3	64.8	60.1
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(96)	(102)	(198)	(73)	(76)	(64)	(77)	(290)	(488)

EDUCATIONAL ASPIRATIONS AND EXPECTATIONS

The survey in both years asked also about the students' educational aspirations and expectations. In 1969 a majority of all the fifth and sixth graders interviewed hoped to finish college, although not all of them really expected to. The greatest change over the 6-year period again occurred among the boys. In 1975 less than a majority of the rural white males and urban white males hoped to finish college; and of these, the rural boys had had the greater change in aspirations over the 6 years (Table 5). Whereas, in 1969, 68% of the rural males hoped to attend college for at least a year or two, in 1975 only 45% wanted to attend college and 38% hoped to finish. There was also among this group a major increase in the percentage who wanted to drop out before finishing high school--up from 7% in 1969 to 21% in 1975-- and a greater portion of rural boys wanted no more than high school completion or a high school diploma plus some vocational training (32% in 1975 compared with 24% in 1969).

The white urban boys also showed a downward shift in educational aspirations, but not nearly so great as that of their rural counterparts. A majority of these urban boys still hoped to go to college (69% in 1969 and 63% in 1975), but not all of these wanted to finish college (49% in 1975 compared with 56% in 1969). There was no significant change in the percentage of urban white youth who would like to drop out before finishing high school (12.3% in 1975 and 11.1% in 1969). However, this is still a rather high percentage. It was the highest percentage among all the groups in 1969 and was second only to the rural boys in 1975.

On the other hand,a startlingly large proportion of the 1975 sample of urban black males indicated a desire to finish college. Almost 90% hoped to go to college and 70% wanted to graduate. This was an increase from 74% and

57% in 1969. This increase and the decrease among the rural boys seem to reflect some awareness on the students' part of just how much education is necessary for the occupations they would like to have. The black males seem to realize that the road to a career in professional athletics is best travelled in college, and the rural white boys seem to know that operating a truck does not require much formal education.

The urban white boys, however, showed an increased desire to obtain professional jobs, but decreased ambitions to finish college. Although this seems contradictory, it puts the occupational and educational aspirations of this group in better correlation, with 46% desiring professional jobs and 50% hoping to finish college. The other groups of boys, rural white and urban black, indicated much higher educational goals than occupational goals. (Compare Table 1 with Table 5.)

The white girls, as did the white boys, had lower educational aspirations in 1975 than they did in 1969. Eighty-two percent of the rural girls hoped to finish college in 1969, but only 68% hoped to in 1975. Of the urban white girls, 65% in 1975 compared with 74% in 1969 hoped to complete a college education. Among both of these groups there was an increase in those who wanted to drop out before completing high school. Although the increase was only slight among the rural girls (up about 2 percentage points), it was more striking among the urban white girls (10.5% in 1975 compared with 2.2% in 1969).

These lowered educational aspirations of the rural girls are difficult to assess in view of their occupational desires. Why, for instance, should there be an increase in those desiring professional jobs (75% in 1969 and 85% in 1975) but a decrease in those wanting to finish college (82% in 1969 and 68% in 1975)? Although these children were probably aware of the education necessary for occupations such as physician, lawyer, or veterinarian (all

newly mentioned in 1975), they may well have been unaware of the education necessary to be a social worker or recreational worker (also newly mentioned in 1975). This might account for some of the discrepancy. It is also likely that some of those mentioning nurse or teacher might have meant nurse's aide, practical nurse, or teacher's aide, for which less education is necessary.

The correlation between the occupational and educational aspirations of the urban white girls is more reasonable. The trend is downward in both spheres. However, both in 1975 and 1969 there was a discrepancy, with more girls wanting professional jobs than wanted to finish college. This is the reverse of the situation among the boys, where educational aims were higher than occupational goals.

Of all the groups in 1975, the urban black girls had the highest educational aspirations. Three-fourths, of these students (75.3% hoped to finish college. The percentage for this group in 1969 was only slightly lower, 71.4%. These percentages are highly consistant with occupational aspirations for this group--76.3% wanting professional jobs in 1975 and 75.3% hoping to finish college; in 1969 73.8% wanting to obtain a professional job and 71.4% hoping to obtain a college degree.

Not only did the urban black girls have the highest educational aspirations in 1975, they also had the highest expectations. That is, when asked how far they thought they really would go in school, 60% felt that they really would finish college. The black males and rural white girls had the next highest level of expectation in 1975 (53% in each group expected to finish college). These rates were up considerably from 1969 for the black students and about the same for the rural girls (Table 6).

The black males showed the largest increase in educational expectations--up from 33% in 1969 to 53% in 1975 in the proportion expecting to finish college

TABLE 6. EDUCATIONAL EXPECTATIONS BY RESIDENCE, RACE, AND SEX: PERCENTAGE DISTRIBUTION BY EDUCATIONAL LEVEL EXPECTED, 1969 AND 1975

	Rural			Urban					
Educational Level	White Male	White Female	Total	White Male	White Female	Black Male	Black Female	Total	Total
				-1969-					
8th Grade	3.1	2.3	2.7	6.7	0.0	0.0	0.0	1.8	2.3
1-2 Years High School	2.1	5.7	3.8	6.7	2.2	2.8	0.0	3.0	3.4
Trade School, Not High School	0.0	0.0	0.0	4.4	0.0	5.6	0.0	2.4	1.1
Finish High School	36.1	27.3	31.9	22.2	32.6	19.4	26.2	25.4	28.8
Finish High School & Go Trade School	5.2	3.4	4.3	2.2	4.3	8.3	4.8	4.7	4.5
1-2 Years College	11.2	8.0	9.7	15.6	19.6	30.6	21.4	21.3	15.3
Finish College	42.3	53.3	47.6	42.2	41.3	33.3	47.6	41.4	44.6
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(97)	(88)	(185)	(45)	(46)	(36)	(42)	(169)	(354)
				-1975-					
8th Grade	7.2	2.9	5.0	8.2	9.3	3.1	3.8	6.2	5.7
1-2 Years High School	20.6	2.0	11.1	8.2	9.3	3.1	1.3	5.5	7.8
Trade School, Not Hgih School	1.0	0.0	0.5	1.4	0.0	0.0	0.0	0.3	0.4
Finish High School	32.0	28.4	30.2	28.8	29.3	7.8	9.0	19.0	23.5
Finish High School & Go Trade School	6.2	5.9	6.0	8.2	2.7	0.0	5.1	4.1	4.9
1-2 Years College	13.4	7.9	10.6	19.2	12.0	32.8	20.5	20.7	16.6
Finish College	19.6	52.9	36.6	26.0	37.4	53.2	60.3	44.2	41.1
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(97)	(102)	(199)	(73)	(75)	(64)	(78)	(290)	(489)

(Tables 5 and 6)--just as they did in aspirations. Although most of the black boys showed a substantial increase in the percentage really expecting to go to college, if not graduate (86% in 1975 compared with 64% in 1969), 6% expected to drop out of school before graduating from high school. Only 3% expected to do this in 1969. The difference in aspirations and expectations for this group was not as great in 1975 as it had been in 1969. Six years ago 57% of the black males hoped to go to college, but only 33% expected to go that far. The percentages for 1975 were 70 and 53, respectively.

The spread between aspirations and expectations was also reduced for the black girls in 1975. At this time 75% aspired to a college education, and 60% thought they would attain it. In 1969, 71% hoped to finish college, but only 48% thought they would do so. The white rural girls, who showed the same level of educational expectations as the black boys (53% expected to finish college in 1975) and the same level as their 1969 counterparts, also had a narrower spread between aspirations and expectation, mainly because these girls had much lower aspirations in 1975 than they did in 1969.

All of the other groups, the rural white boys and the urban white boys and girls, indicated lower educational expectations in 1975 than they did in 1969. The white rural boys showed the greatest drop in expectations, from 42% expecting to finish college in 1969 to only 20% expecting to do so in 1975. The urban white boys were down from 42% in 1969 to 26% in 1975 and the urban white girls were down from 41% to 37%. The rural boys also had the highest percentage expecting to drop out before finishing high school, 23% in 1975, compared with 5% in 1969.

The urban white children indicated that many of them also expected to drop out. Nineteen percent of the girls and 16% of the boys expected to do so. In 1969 the highest percentage expecting to drop out of school was

among the urban white boys, with 13%.[2] The urban white girls showed a dramatic increase in those expecting to drop out--up from 2% in 1969 to 19% in 1975 (Table 6).

Further exploring the drop-out problem was this question on the survey: "Have you ever talked with your parents about dropping out before finishing high school?" There was an increase in all groups of those who said they had talked with their parents about dropping out of school, but among the urban blacks and the urban white males the change was very small. The percentage of urban white girls who talked about dropping out increased from 15% in 1969 to 22% in 1975, and the rural white girls showed a still greater increase, from 7 to 13%. The largest increase occurred among the white rural boys, with 32% of them in 1975 having talked with their parents about dropping out of school as opposed to 15% in 1969 (Table 7). This increase is not surprising in view of the great increase in the percentage of white rural boys who indicated that their educational goal is in fact to drop out before high school completion (Table 5).

In general, the trend in percentages of students talking to their parents about dropping out is in keeping with that of students actually desiring to drop out. The white rural girls are, however, the exception. There was little increase over the six-year period in the number of these students desiring to drop out, but the percentage talking about dropping out almost doubled.

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[2]A follow-up survey in 1975 of this same 1969 group revealed that in fact 42% of the urban white males dropped out. Only 14% of the urban black males dropped out, and the drop-out percentage for the urban white and urban black girls was 52 and 24 percent, respectively. Forty percent of the rural white boys dropped out as did 38% of the rural white females (unpublished data).

TABLE 7. EXTENT OF DISCUSSION WITH PARENTS ABOUT DROPPING OUT OF SCHOOL: PERCENTAGE DISTRIBUTION, 1969 AND 1975

	Rural			Urban					
Extent of Discussion	White Male	White Female	Total	White Male	White Female	Black Male	Black Female	Total	Total
				-1969-					
A Lot	4.2	1.1	2.7	2.2	0.0	2.8	7.1	3.0	2.8
A Little	11.3	5.6	8.6	17.8	15.2	11.1	2.4	11.8	10.2
None	84.5	93.3	88.7	80.0	84.8	86.1	90.5	85.2	87.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(97)	(89)	(186)	(45)	(46)	(36)	(42)	(169)	(355)
				-1975-					
A Lot	17.7	1.0	9.1	8.1	7.9	4.7	1.3	5.5	6.9
A Little	14.6	11.8	13.1	13.5	14.5	10.9	9.0	12.0	12.4
None	67.7	87.2	77.8	78.4	77.6	84.4	89.7	82.5	80.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(96)	(102)	(198)	(74)	(76)	(64)	(78)	(292)	(490)

TABLE 8. PARENTS' EDUCATIONAL GOALS FOR THEIR CHILDREN, AS PERCEIVED BY THE CHILDREN: PERCENTAGE DISTRIBUTION, 1969 AND 1975

Educational Goal	Rural White Male	Rural White Female	Rural Total	Urban White Male	Urban White Female	Urban Black Male	Urban Black Female	Urban Total	Total
				-1969-					
8th Grade	0.0	1.1	0.5	2.2	0.0	0.0	0.0	0.6	0.6
1-2 Years High School	0.0	1.1	0.5	0.0	0.0	0.0	2.4	0.6	0.6
Trade School, Not High School	0.0	0.0	0.0	0.0	0.0	0.0	2.4	0.6	0.3
Finish High School	11.3	11.4	11.4	15.6	17.4	13.9	16.7	16.0	13.6
Finish High School & Go Trade School	1.1	2.3	1.7	0.0	2.2	2.8	0.0	1.2	1.4
1-2 Years College	7.2	3.4	5.4	4.4	8.7	13.9	4.8	7.7	6.5
Finish College	80.4	80.7	80.5	77.8	71.7	69.4	73.7	73.3	77.0
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(97)	(88)	(185)	(45)	(46)	(36)	(42)	(169)	(354)
				-1975-					
8th Grade	0.0	1.0	0.5	1.3	0.0	0.0	0.0	0.3	0.4
1-2 Years High School	0.0	0.0	0.0	0.0	3.9	0.0	0.0	1.0	0.6
Trade School, Not High School	1.0	0.0	0.5	1.3	0.0	0.0	0.0	0.3	0.4
Finish High School	33.0	21.5	27.2	23.0	15.8	0.0	6.4	11.6	17.9
Finish High School & Go Trade School	3.1	2.0	2.5	4.1	0.0	1.6	1.3	1.7	2.0
1-2 Years College	3.1	2.0	2.5	5.4	6.6	9.4	10.3	7.9	5.8
Finish College	59.8	73.5	66.8	64.9	73.7	89.0	82.0	77.2	72.9
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(97)	(102)	(199)	(74)	(76)	(64)	(78)	(292)	(491)

INFLUENCES ON EDUCATIONAL GOALS

The students were also given the opportunity to evaluate their parents' desires about how far they should go in school. There was little change over the years in how many thought that their parents wanted them to drop-out of school, but significant changes occurred among the urban black boys and the rural white boys in how many thought their parents wanted them to finish college. Whereas 80% of the rural boys in 1969 thought their parents wanted them to finish college, only 60% thought so in 1975. There was a corresponding increase from 11% who thought their parents just wanted them to finish high school in 1969 to 33% in 1975. It is interesting that although 32% of these boys in 1975 had talked with their parents about dropping out before completing high school (Table 7), none of them perceived this as a parental goal for themselves (Table 8).

Just as the educational goals of black boys were higher in 1975 than in 1969, so were their perceptions of parental goals. Seventy percent of those boys in 1969 thought their parents wanted them to finish college, but 89% thought so in 1975. The black girls also indicated higher parental aims, up from 74% to 82% (Table 8).

The percentages for the urban white girls remained the same, but fewer of the rural white girls and the urban white boys in 1975 thought their parents desired a college education for them and more thought their parents would be content if they completed high school.

This downward trend in perceived parental goals is revealed further in responses to the question, "How do your parents feel about your finishing high school?" The rural white girls were the only groups in which percentages remained about the same. A little over half of these girls in both years felt that their parents would <u>insist</u> on their finishing high school.

TABLE 9. PARENTS' FEELING ABOUT THEIR CHILD FINISHING HIGH SCHOOL AS PERCEIVED BY THE CHILD: PERCENTAGE DISTRIBUTION, 1969 AND 1975

Parents' Feeling	Rural White Male	Rural White Female	Rural Total	Urban White Male	Urban White Female	Urban Black Male	Urban Black Female	Urban Total	Total
				-1969-					
Insist I Finish	55.7	53.9	54.8	48.9	54.3	52.8	48.8	51.2	53.0
Rather I Finish	41.2	42.7	41.9	48.9	45.7	44.4	48.8	47.0	44.5
Don't Care	2.1	0.0	1.1	0.0	0.0	2.8	0.0	0.6	0.8
Rather I Not Finish	1.0	1.1	1.1	0.0	0.0	0.0	0.0	0.0	0.6
*Won't Let Me Finish	0.0	2.3	1.1	2.2	0.0	0.0	2.4	1.2	1.1
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(97)	(89)	(186)	(45)	(46)	(36)	(41)	(168)	(354)
				-1975-					
Insist I Finish	41.2	52.9	47.2	37.8	44.8	42.2	37.1	40.4	43.2
Rather I Finish	52.6	46.1	49.2	55.4	53.9	57.8	59.0	56.5	53.6
Don't Care	3.1	0.0	1.5	4.1	0.0	0.0	2.6	1.7	1.6
Rather I Not Finish	3.1	1.0	2.1	2.7	1.3	0.0	1.3	1.4	1.6
ALL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N =	(97)	(102)	(199)	(74)	(76)	(64)	(78)	(292)	(491)

*This category is omitted on the 1975 distribution because no child in 1975 responded to this choice.

In all other groups less than half thought so in 1975, but close to half or more thought so in 1969. Except for the rural white girls, there was a larger percentage in 1975 who thought their parents would rather they complete their high school education but not insist upon it, ranging from 53 to 59% in 1975 and 41 to 49% in 1969 (Table 9).

There is an apparent contradiction in perceived parental goals among the black children. One might expect that children who thought that their parents wanted them to finish college would also feel that their parents would at least require them to complete a high school education. This is not the case, for fewer black children thought their parents would insist on a high school education in 1975 than did in 1969 (down from 53% for the boys and 49% for the girls in 1969 to 42 and 37%, respectively (Table 9). At the same time, 89% of the black boys and 82% of the black girls felt their parents wanted them to finish college, compared with 69 and 74% in 1975 (Table 8). It is probable that the children are here discriminating between the perceived desires of their parents and the perceived pressure that the parents would apply, which are, of course, not necessarily correlated.

The survey also sought to determine how much and to whom the children talked about their educational goals. There was not much change in the responses to this question from 1969 to 1975 (Table 10). In both years a large majority (more than 75% of each group) said they talked with their mothers about how far they should go in school. Mother was the person most often consulted by the children in each group but she was consulted by somewhat fewer in 1975 than in 1969.

In each group the fathers ranked second in percentage of children talking over their educational goals with them in 1975. Among the urban

TABLE 10. PERSONS WITH WHOM CHILDREN SAY THEY TALKED ABOUT EDUCATIONAL GOALS: PERCENTAGE WHO NAMED EACH TYPE OF PERSON, 1969 AND 1975

	Rural			Urban					
Person Talked With	White Male	White Female	Total	White Male	White Female	Black Male	Black Female	Total	Total
				-1969-					
Mother	89.7	92.1	90.9	88.9	84.8	83.3	81.0	84.6	87.9
Father	70.1	64.0	67.2	62.2	63.0	61.1	40.5	56.8	62.3
Sibling	22.7	27.0	24.7	62.2	76.1	77.8	66.7	70.4	46.5
Other Relative	16.5	21.3	18.8	33.3	37.0	22.2	31.0	31.4	24.8
Teacher	20.6	24.7	22.6	33.3	30.4	27.8	28.6	30.2	26.2
Preacher	3.1	1.1	2.2	6.7	8.7	8.3	4.8	7.1	4.5
Adult Friend or Neighbor	9.3	12.4	10.8	28.9	21.7	13.9	21.4	21.9	16.1
Other kids	10.3	12.4	10.8	17.8	21.7	13.9	11.9	16.6	13.8
Other Person	2.1	0.0	1.1	0.0	2.2	0.0	7.1	2.4	1.7
N =	(97)	(89)	(186)	(45)	(46)	(36)	(42)	(169)	(355)
				-1975-					
Mother	77.3	82.4	79.9	82.4	77.6	84.4	75.6	79.8	79.8
Father	72.2	62.7	67.3	52.7	44.7	50.0	46.2	48.3	56.0
Sibling	29.9	32.4	31.2	27.0	34.2	26.6	24.4	28.1	29.3
Other Relative	25.8	27.5	26.6	20.3	19.7	32.8	29.5	25.3	25.9
Teacher	21.6	21.6	21.6	10.8	17.1	23.4	23.1	18.5	19.8
Preacher	1.0	3.9	2.5	1.4	1.3	6.3	1.3	2.4	2.4
Adult Friend or Neighbor	11.3	15.7	13.6	12.2	15.8	20.3	12.8	15.1	14.5
Other kids	20.6	23.5	22.1	20.3	22.4	15.6	14.1	18.2	19.8
Other Person	3.1	4.9	4.0	0.0	3.9	6.3	2.6	3.1	3.5
N =	(97)	(102)	(199)	(74)	(76)	(64)	(78)	(292)	(491)

Percentages total to more than 100.0% because respondents were to indicate all persons with whom he had talked.

groups this represented a substantial increase. Fathers also ranked second in 1969 for the rural girls and boys, and were tied for second place with brothers and sisters among white urban males. For the other groups, urban black boys and girls and urban white girls, a brother or sister ranked second and fathers third in 1969.

Among the urban groups there was a dramatic decrease in the number of children who talked with a sibling, but little change among the rural groups. Other changes occurred in the percentages consulting other relatives, with a slight increase among the rural girls and boys and an even greater increase among the black urban boys. The urban white boys and girls and the black girls indicated that fewer of them consulted other relatives in 1975 than in 1969.

The greatest change among the rural group was in the percentage talking with "other kids" about how far to go in school. The percentage of boys talking to their peers was up from 10% in 1969 to 21% in 1975, and the figures for the girls was up from 12% to 24%. This is similar to the increased peer group interaction that was noted in reported consultation about occupational goals. It is surprising that this large increase was not noted among the urban children. Percentages here were higher, but effectively remained about the same (Table 10).

The percentage in each group talking to teachers about their educational goals declined between the two years from 20 to 30% in 1969 and to around 20% in 1975. This decline was greater among white urban boys and girls. On the whole and for both years, the children were much more likely to have talked with someone about their educational goals than about their occupational aims (Tables 10 and 4).

CONCLUSIONS

Comparison of the 1969 and 1975 survey data indicates a few distinct and clear-cut changes. These changes occurred mainly in the occupational and educational goals of white rural boys and black urban boys. Black urban boys projected in 1975 much higher career and educational goals for themselves than did the comparable cohort in 1969. White rural boys, on the other hand, projected much lower goals in 1975, and the change in goals for white urban boys presented a mixed picture. The result of these changes was that in 1975 the goals of black boys were much higher than those of white boys. We have offered some tentative explanations for these trends but the reasons should be explored further in additional research.

There was much less change among the girls, although there is evidence of a slight shift toward a wider range of career choices. In 1975 girls still projected higher educational and occupational status levels than did the boys.

Both surveys indicated that children of this age do not discriminate much between occupational aspirations and expectations, tending to respond similarly to both questions. They seem to differentiate somewhat more between aspirations and expectations with reference to educational goals but the correspondence between their educational and occupational goals is not great enough to indicate full awareness of the link between education and occupational attainment.

Parental advice was sought much more often than advice from any other group, concerning both occupational and educational goals. Mothers were most often consulted, especially about education. However, over the 6-year period there seemed to be an increase in peer-group interaction relating to goals. Teachers did not rank very high among those from whom advice

was sought in either year, and as sources of educational advice they declined over the six years, especially among urban whites.